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ABSTRACT

Project Reach was a federally-funded program in its fifth and final year of operation at one Bronx (New York) high school in 1992-93. It served 926 Spanish-speaking students of limited English proficiency in grades 9-12, an increase of 184 students over the previous year, reflecting an influx of immigrants from the Dominican Republic. Participating students received instruction in English as a Second Language (ESL), native language arts (NLA), mathematics, science, and social studies. Severely undereducated students were block-programmed into a remedial component offering intensive instruction at an elementary level. The project monitored the achievement of participating students, contacting the parents of students in difficulty and taking honor roll students on field trips. It also reimbursed tuition fees for staff taking college courses, and project staff coached inexperienced teachers in bilingual education techniques. Establishment of an active parent involvement component faltered in the previous year, but the project did maintain communication with parents of students having difficulty and recruited parents to accompany field trips. The project met its objectives for ESL, science, attendance, staff development, and parent attendance at open houses. It did not meet its NLA objective or ESL and NLA objectives for the remedial component. (Author/MSE)

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OER Report

Project Reach
Transitional Bilingual Education Grant T003A80051
FINAL EVALUATION REPORT
1992-93

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Project Reach
Transitional Bilingual Education Grant T003A80051
FINAL EVALUATION REPORT
1992-93

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EXECUTIVE SUMMARY

Project Reach was an Elementary and Secondary Education Act (E.S.E.A.) Title VII-funded project in its fifth and final year of operation at William H. Taft High School in the Bronx. In the year under review, Project Reach served a total of 926 Spanish-speaking students of limited English proficiency (LEP) in grades nine through twelve. This represented an increase of 184 students over the previous year and reflected the continuing influx of immigrants from the Dominican Republic. Participating students received instruction in English as a Second Language (E.S.L.), Native Language Arts (N.L.A.), and the content area subjects of mathematics, science, and social studies. Severely undereducated students were block-programmed into a remedial component called "Reach," offering intensive instruction at an elementary level.

The project monitored the scholarship of participating students, contacting the parents of students in difficulty, and taking honor roll students on field trips.

The project reimbursed tuition fees for staff members taking courses at the college level, and project staff coached inexperienced teachers in the techniques of bilingual education.

Project Reach's efforts to establish an active parental component had faltered in the year previous to the one under review, with the discontinuation of E.S.L. and parent training classes. The project did maintain steady communication with parents of students having difficulty in school, however, and recruited a few parents to accompany students on educational field trips.

Project Reach met its principal objective for E.S.L. as well as its objectives for attendance, staff development, and parental attendance at Open School Day functions. It partially met its objective for content area subjects (in science). The project did not meet its objective for N.L.A., although tested students did achieve a mean gain in this area; nor did it meet the E.S.L. and N.L.A. objectives for its small remedial "Reach" component. Two parental involvement objectives pertained to parent classes which the project had discontinued in the previous year.

Since this was the project's final year, no recommendations for project improvement are offered.

ACKNOWLEDGMENTS

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I. INTRODUCTION

This report documents the Office of Research, Evaluation, and Assessment's (OREA's) evaluation of the Elementary and Secondary Education Act (E.S.E.A.) Title VII project, Project Reach.

PROJECT CONTEXT

The program operated at William H. Taft High School in the Bronx. The population of the surrounding community—the Tremont section of the central Bronx—was roughly 60 percent Latino and 40 percent African-American, with a small contingent of Asian-Americans. The continuing influx of Latino immigrants, mostly from the Dominican Republic, had raised the Latino percentage appreciably in the previous three years. A majority of the population were living near or below the poverty line.

The student population at William H. Taft High School was similar in distribution to that of the surrounding community. Of the 3,647 students who registered, 61 percent were Latino, 36 percent were African-American, and 2 percent were Asian-American; other ethnic groups accounted for about one percent of the student population. Thirty-one percent (1,147) of the students were of limited English proficiency (LEP). Thirty-nine percent (1,424) were eligible for the federally-funded free lunch program, an index of poverty.

William H. Taft High School was housed in a building that was constructed in 1941. During the year under review, the building's fire doors were connected to an electronic control system in an effort to reduce the number of intruders. Observed halls and classrooms were clean and in reasonably good repair. Bulletin boards

outside departmental offices announced upcoming activities; some student work was displayed in classrooms. The school had ten computer labs, which were regularly used for computer-assisted instruction (C.A.I.). Rising enrollment led the school to institute overlapping sessions in order to reduce crowding at the beginning of each day: some students attended from the first to the eighth periods, and others attended from the third to the tenth.

STUDENT CHARACTERISTICS

Project Reach served all the registered Spanish-speaking LEP students in ninth through twelfth grade. (See Table 1.) Scores at or below the 40th percentile on the Language Assessment Battery (LAB) determined LEP status.

TABLE 1

Number of Students in Project Reach, by Grade

Site	Grade				Total
	9	10	11	12	
William H. Taft High School	433	229	174	90	926

The project served a total of 926 students; male students numbered 436 (47.1 percent); female 478 (51.6 percent); gender was not reported for 12 (1.3 percent). The majority of participants (72.5 percent) were born in the Dominican Republic. The next largest group (12.7 percent) came from Puerto Rico. (See Table 2.) Most (99.4 percent) of the participants came from low-income families and were eligible for the free-lunch program.

TABLE 2

Students' Countries of Origin

Country of Origin	Number of Students
Dominican Republic	671
Puerto Rico	118
Honduras	41
United States	26
Mexico	22
El Salvador	14
Ecuador	14
Venezuela	6
Spain	5
Peru	4
Colombia	3
Argentina	1
Paraguay	1
Total	926

Needs Assessment

Before instituting the project, William H. Taft High School conducted a needs assessment of the targeted students and their families as well as the educational staff who were to serve them. The data obtained from these studies called attention to the increasing numbers of severely undereducated students arriving from rural areas in the Dominican Republic. It was to meet the needs of this group that the project developed its "Reach" component, block-programming these students into

remedial classes. The surveys indicated the need for intensive English and native language instruction and support services to improve the LEP students' school performance. There was also a need for a bilingual office where students would feel welcome and obtain informal tutoring and counseling. In addition, the project determined that teachers at William H. Taft High School, especially the more inexperienced ones, could benefit from training in the techniques of English as a Second Language (E.S.L.) and bilingual education. Project staff noted that although many immigrant parents of LEP students tended to remain uninvolved in their children's education, they might respond to appropriate overtures, especially if the school offered activities of direct benefit to them.

In the later years of the project, staff observed that a growing proportion of the newly admitted students were at about a fourth or fifth grade level of native language proficiency, well below high school level. Many also had behavioral problems which made them a difficult group to teach. On the other hand, about 10 percent of the students—often those who had caring parents who showed interest in their educational progress—regularly made the school honor roll. Staff felt that both these groups needed recognition, attention, and encouragement.

PROJECT OBJECTIVES

Student Objectives

- As a result of participating in the program, E.S.L. students will make statistically significant gains in English Language proficiency.
- At least 70 percent of the students who are enrolled in Reach E.S.L. will score at or above the 65 percent passing criterion.

- As a result of participating in the program, students will show significant gains in native language achievement.

- At least 70 percent of the students enrolled in Reach Spanish will score at or above the 65 percent passing criterion.

- At least 70 percent of the students enrolled in content area subjects (bilingual mathematics, bilingual science, bilingual social studies) will score at or above the 65 percent passing criterion.

- As a result of participating in the program, students' attendance will be significantly higher than that of the mainstream students.

Staff Development Objectives

- Five program staff members will enroll in at least one university course each semester.

- Staff will attend workshops and meetings both locally and at state and national conventions.

Parental Involvement Objectives

- The proportion of program students' parents who participate in Open School Day/Evening will be equal to or greater than the proportion of mainstream students' parents who participate in this activity.

- The program will offer classes in E.S.L. and "Helping Your Child to be a Good Student" two afternoons per week for parents.

- At least ten parents will participate in Project Reach parents center classes.

PROJECT IMPLEMENTATION

During the 1992-93 school year, Project Reach provided instructional and support services to 926 Spanish-speaking LEP students. The project's main goal was to ease the students' transition to school, life, and work in the United States by means of intensive instruction in E.S.L. and native language arts (N.L.A.), bilingual

instruction in content area subjects, and the supportive and familial environment of a bilingual "house."* A small number of severely undereducated students were block-programmed into remedial courses.

In the content area subjects of mathematics, science, and social studies, virtually all the courses taken by project students were taught entirely in Spanish. Project students took music, art, health, and physical education in the mainstream.

In its first three years, Project Reach had offered E.S.L. and parenting classes to the parents of project students. This component never generated much response, and in 1991-92, it was eliminated for budgetary reasons.

The project's in-service staff development activities were limited to regular departmental meetings devoted, for the most part, to administrative business. Several staff members attended outside workshops and conferences on bilingual education, however, and the project paid graduate school tuition expenses for seven to nine teachers each semester.

Materials, Methods, and Techniques

Project Reach offered E.S.L. at remedial ("Reach"), literacy, beginning, intermediate, advanced, and transitional levels and N.L.A. at the literacy, beginning, intermediate, advanced, and advanced placement levels.

Teachers of participating students used team-teaching strategies in the Reach component, where the E.S.L. and N.L.A. teachers dealt with many of the same

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*William H. Taft High School was administratively divided into several houses. Every teacher worked exclusively with the students in his or her assigned house. Project Reach served the students in the Spanish bilingual house.

problems. The project office loaned out five tape recorders to E.S.L. teachers so that they could use the audio cassettes that accompanied most E.S.L. textbooks. Social studies teachers used a variety of maps and other visual aids. The school had ten computer labs, which teachers of participating students regularly reserved for computer-assisted instruction.

Seeking to encourage and motivate academic achievement, the project issued honor roll certificates for each marking period to students whose grades averaged 80 or above and took these students on a trip each semester. The project also contacted the parents of every student who failed three subjects to try to determine if there were any problems with which staff could help.

For a list of instructional materials used in the project, please see Appendix A.

Capacity building. This was the project's final year of Title VII funding. The school had already allocated tax-levy funding to several services for project students and their families. The school now had three full-time counselors (not including the project director) and two family assistants to work with the Spanish bilingual students. A bilingual aide originally supported by Title VII funds was supported with tax-levy moneys and devoted about half her time to the project office. The school continued to support the Reach component classes. To serve the continuing influx of immigrants, William H. Taft High School applied for and received a grant for a new Title VII project to begin in the fall of 1993, Project Cuatro Casas.

Staff Qualifications

Title VII staff. The project director and one curriculum resource specialist were funded by Title VII. The project director had teaching proficiency in Spanish, and the curriculum resource specialist had communicative proficiency.*

The project director's responsibilities included the supervision and coordination of activities, staff selection and training, and providing evaluation data. The director had a master's degree, certification in three areas, and more than 22 years' experience teaching LEP students.

The curriculum resource specialist's responsibilities were to coach inexperienced teachers in the implementation of instructional activities and to select and order instructional materials. She had a master's degree, an E.S.L. license, and 12 years of experience teaching LEP students.

Other staff. Tax-levy funds paid the salaries of the 44 classroom teachers and five paraprofessionals who provided instructional services to project students, one assistant principal who provided supervision, three counselors, two family assistants, and one office aide. (See Table 3.) All teachers held at least ancillary high school certification in the subject area they taught, except for two teachers of E.S.L. who were preparatory provisional teachers (PPT).

*Teaching proficiency (TP) is defined as the ability to use LEP students' native language in teaching language arts or other academic subjects. Communicative proficiency (CP) is defined as a non-native speaker's basic ability to communicate and interact with students in their native language.

TABLE 3

Qualifications of Non-Title VII-Funded Staff

Position Title	Degree(s)	Certificates/ Licenses	Language Competencies (Spanish)
1 Assistant Principal	M.A.	Administration	TP
3 Counselors	2 M.S., 1 B.S.	3 Bilingual Guidance	3 TP
2 Family Assistants	2 High School		2 NS*
44 Teachers	25 M.A., 19 B.A.	15 E.S.L., 9 Spanish, 7 Bil. Math, 3 Bil. Sci., 8 Bil. Soc. Studies, 1 Spanish PPT, 1 E.S.L. PPT	34 TP, 8 CP
5 Paraprofessionals	1 B.A., 4 H.S.	5 N.Y.C. Paraprofessional certification	
1 Office Aide	High School		NS

Staff development. In the fall, the project reimbursed seven teachers for tuition expenses of college courses in E.S.L. or bilingual education. In the spring, nine teachers received such assistance.

Instructional Time Spent on Particular Tasks

See Appendix B for examples of class schedules.

Length of Time Participants Received Instruction

Students had a mean of 8 years (standard deviation [s.d.]=1.3) of education in a non-English-speaking school system and 2 years (s.d.=1.2) of education in the United States. The median time students participated in Project Reach was ten months.

*NS=Native Speaker

Activities to Improve Pre-Referral Evaluation Procedures for Exceptional Children

Teachers referred those students thought to be in need of special education services to the School-Based Support Team (S.B.S.T.) for evaluation. The S.B.S.T. had one member bilingual in Spanish, and other staff translated when necessary.

There were no formal programs for the gifted and talented at William H. Taft High School. Students who made the honor roll, however, received recognition and rewards.

Instructional Services for Students with Special Needs

Students lacking literacy skills in their native language were served in the remedial Reach component, which included three periods a day of E.S.L. instruction and two periods a day of N.L.A. Students with disabilities were referred for special education; the project did not have resources to meet their needs.

PARENT AND COMMUNITY INVOLVEMENT ACTIVITIES

The project encouraged parents of participating students to attend Open School Day/Evening and other school functions. Two parents accompanied the honor students as chaperons on their overnight trip to Washington, D.C.

II. EVALUATION METHODOLOGY

EVALUATION DESIGN

Project Group's Educational Progress as Compared to That of an Appropriate Non-Project Group

OREA used a gap reduction design to evaluate the effect of language instruction on project students' performance on the standardized tests. Because of the difficulty of finding a valid comparison group, OREA used instead the groups on which the tests were normed. Test scores are reported in Normal Curve Equivalents (N.C.E.s), which are normalized standard scores with a mean of 50 and a standard deviation of 21.1. It is assumed that the norm group had a zero gain in N.C.E.s in the absence of supplementary instruction and that participating students' gains are attributable to project services.

Applicability of Conclusions to All Persons Served by Project

Data were collected from all participating students for whom there were pre- and posttest scores. (There were no pretest data on students who entered the program late; therefore, posttest data for them usually serve as pretest data for the following year.) Instruments used to measure educational progress were appropriate for the students involved. The LAB and El Examen de Lectura en Español (ELE) are used throughout New York City to assess growth in English and Spanish skills among students similar to those served by Project Reach.

INSTRUMENTS OF MEASUREMENT

OREA assessed the E.S.L. student outcome objective by comparing pre- and posttest scores on the LAB. All students were tested at the level that was appropriate for their grade placement.

According to the publisher's test manual, the LAB is valid and reliable. Evidence supporting both content and construct validity is available for the LAB. Content validity is confirmed by an item-objective match and includes grade-by-grade item difficulties, correlations between subtests, and the relationship between the performance of students who are native speakers of English and students who are LEP. To support reliability, the Kuder-Richardson Formula 20 (KR20) coefficients and standard errors of measurement are reported by grade and form for each subtest and total test. Grade reliability coefficients, based on the performance of LEP students on the English version, ranged from .88 to .96 for individual subtests and from .95 to .98 for the total test.

The ELE was prepared by New York City educators who were native speakers of Spanish and represented several Latino linguistic and cultural groups. The ELE was administered in two forms to all New York City students who were receiving language arts instruction in Spanish. For Form 1, the grade reliability coefficients ranged from .94 to .96. Comparable data for Form 2 will be generated as soon as possible after its administration in the spring of 1993. Items on the test were grade-specific. Construct validity is evidenced by grade-to-grade decreases in item difficulty within level. This characteristic reflects the acquisition of increased amounts

of the underlying construct (reading proficiency) as students progress through the grades.

OREA used the Board of Education's central high school course and credit file, whose data are electronically entered by high school staff, to determine passing rates in mathematics, science, and social studies as an index of growth in these content area subjects.

To assess the staff development objectives, the project director provided information to OREA on course completion and attendance at workshops and conferences.

DATA COLLECTION AND ANALYSIS

Data Collection

To gather qualitative data, an OREA evaluation consultant visited William H. Taft High School twice. On each visit, the consultant observed two classes and interviewed the project director. OREA collected the data and prepared the final evaluation report in accordance with the New York State E.S.E.A. Title VII Bilingual Education Final Evaluation Report format, which was adapted from a checklist developed by the staff of the Evaluation Assistance Center (EAC) East in consultation with the Office of Bilingual Education and Minority Language Affairs (OBEMLA).

Proper administration of instruments. Qualified personnel received training in testing procedures and administered the tests. Testers followed guidelines in the administration manuals accompanying standardized tests. Time limits for subtests were adhered to; directions were given exactly as presented in the manuals.

Testing at 12-month intervals. The LAB and ELE were administered at 12-month intervals, following the published norming dates.

Data Analysis

Accurate scoring and transcription of results. Scoring, score conversions, and data processing were accomplished electronically by the Scan Center of the Board of Education of the City of New York. Data provided by the Scan Center were analyzed in the Bilingual, Multicultural, and Early Childhood Evaluation Unit of OREA. Data collectors, processors, and analysts were unbiased, with no vested interest in the success of the project.

Use of analyses and reporting procedures appropriate for obtained data. To assess the significance of students' achievement in English, OREA computed a correlated *t*-test on LAB and ELE N.C.E. scores. The *t*-test determined whether the difference between the pre- and posttest scores was significantly greater than would be expected by chance variation alone.

The only possible threat to validity of any of the above instruments might be that LAB norms were based on the performance of English proficient (EP) rather than LEP students. Since OREA was examining gains, however, this threat was inconsequential—the choice of norming groups should not affect the existence of gains.

III. FINDINGS

PARTICIPANTS' EDUCATIONAL PROGRESS

Project Reach carried out all instructional activities specified in its original design.

Participants' Progress in English

Throughout the school year, students had ample opportunity to develop their English language skills. Most E.S.L. teachers regularly reserved time in one of the school's ten computer labs for computer-assisted instruction.

An OREA consultant observed two E.S.L. classes, one at level 2 and the other at level 6. Neither class had a paraprofessional. All communication was in English.

The 23 students present in the level 2 class were equipped with the text and Cue Book of *English for a Changing World*. The teacher began with three exercises to build listening comprehension skills. Students listened to sentences read aloud by the teacher and marked their responses on answer sheets. The first exercise focused on vocabulary. Students consulted a pictorial map of a town while the teacher read such sentences as, "The library is next to the museum or park." Students circled whichever answer seemed appropriate. At the end of ten questions, the teacher reviewed the answers. She then asked how many students got all the answers right, how many got one wrong, and how many got two wrong. She checked results in this way after each subsequent drill and promised a review session about one point that seemed to give the students difficulty.

After similar drills on choosing prepositional phrases and differentiating

between consonant sounds, the teacher collected the students' papers. After a brief intermission, the class resumed with a focus on changing "will" and "will not" into the past tense. In this part of the lesson, the teacher used a variety of techniques, including pantomime, multiple choice questions on the chalkboard, and repetitions in unison. She asked for a volunteer to read an example: when the reader had difficulty with pronunciation and other students chimed in with corrections, she thanked them but was careful to commend the reader for one word that had been pronounced correctly. The lesson concluded with an explanation of the homework assignment, which was distributed on photocopied sheets. Just as the bell rang, the teacher asked who it was that had scored 96 percent on the midterm—when a boy identified himself, she gave him coupons (which she had clipped from a product package) for a free ticket to a Yankee baseball game.

The level 6 class had 26 students. The lesson observed was entirely devoted to a review of a quiz and a homework assignment (from the text *Ready to Write*) on expressions of contrast (mainly the comparative and superlative forms of adjectives). After humorously deprecating the class's poor performance, the teacher said, "Now let's find out why we had such a hard time." He proceeded to walk the class through the questions on the quiz and the homework. He helped with pronunciation and explained idioms as they arose. He used the chalkboard occasionally in order to focus on a word and explain its various uses: thus the word "dimmer" was elucidated as both a comparative adjective and an electrical device, with a brief excursus into the term "dimwit." The lesson emphasized a traditional question-and-

answer interaction, with few visual cues; the teacher's exceptional rapport with the students kept them attentive and in good humor.

The first evaluation objective for English as a Second Language was:

- As a result of participating in the program, E.S.L. students will make statistically significant gains in English Language proficiency.

There were complete pre- and posttest scores on the LAB for 548 students from grades nine through twelve. (See Table 4.) Gains for these students (2.5 N.C.E.s) were statistically significant (t = 4.95) but were smaller than those of the previous year (6.5 N.C.E.s).

The second evaluation objective for English as a Second Language was:

- At least 70 percent of the students who are enrolled in Reach E.S.L. will score at or above the 65 percent passing criterion.

Of the 17 students who enrolled in the remedial Reach E.S.L. class in the fall, 7 (41 percent) received passing grades. Of the 22 students who enrolled in the spring, 13 (59 percent) received passing grades.

The project met its overall objective for English as a Second Language but did not meet the E.S.L. objective for its remedial Reach component. These outcomes were the same as in the previous year.

TABLE 4

Pretest/Posttest N.C.E. Differences on the
Language Assessment Battery, by Grade

Grade Level	Total number of project students	Number of students for whom data were available	Pretest		Posttest		Difference		*t* value
			Mean	S.D.	Mean	S.D.	Mean	S.D.	
9	433	222	5.5	11.0	6.9	9.8	1.4	13.3	1.52
10	229	152	7.2	9.4	10.6	13.7	3.4	10.2	4.10*
11	174	119	11.1	12.4	14.2	14.2	3.1	8.5	3.95*
12	90	55	10.9	13.6	14.4	13.8	3.5	15.7	1.65
Total	926	548	7.7	11.4	10.3	12.8	2.5	11.9	4.95*

*$p < .05$

- Project students' gains on the LAB were statistically significant in grade 10 and grade 11, and overall.

Participants' Progress in Native Language Arts

Roughly five percent of the participating students lacked literacy skills at the beginning of the academic year. These students were served in the remedial Reach component. Other N.L.A. courses in the ninth and tenth grades stressed the mechanics of grammar and spelling. More advanced courses included classical and modern works of literature and required the students to write frequent essays.

The first evaluation objective for N.L.A. was:

- As a result of participating in the program, students will show significant gains in native language achievement.

There were complete pre- and posttest scores on the ELE for 225 students. They achieved a mean gain of 1.7 N.C.E.s, but it was not statistically significant. (See Table 5.)

The second objective for N.L.A. was:

- At least 70 percent of the students enrolled in Reach Spanish will score at or above the 65 percent passing criterion.

Of the 17 students who enrolled in the remedial Reach N.L.A. class in the fall, seven (41 percent) received passing grades. Of the 22 students who enrolled in the spring, 13 (59 percent) received passing grades.

Project Reach did not meet either the overall N.L.A. objective or the N.L.A. objective for the remedial component. These outcomes were the same in the previous year.

TABLE 5

Pretest/Posttest N.C.E. Differences on
El Examen de Lectura en Español (ELE)

Grade Level	Total number of project students	Number of students for whom data were available	Pretest		Posttest		Difference		*t* value
			Mean	S.D.	Mean	S.D.	Mean	S.D.	
9	433	52	40.7	15.7	47.0	17.4	6.3	10.1	4.49*
10	229	124	53.1	18.8	53.7	19.6	0.6	14.8	0.44
11	174	46	61.5	19.5	60.7	17.8	-0.8	19.0	-0.28
12	90	3	61.3	18.9	64.7	14.6	3.3	28.1	0.21
Total	926	225	52.0	19.5	53.7	19.2	1.7	15.2	1.65

*$p < .05$

- Although Project Reach students achieved an overall mean gain on the ELE, it was not statistically significant. Students in grade nine, however, achieved a statistically significant gain.

LEP Participants' Academic Achievement

Classroom instruction was given in Spanish for most of the content area courses taken by project students. Peer tutoring was offered in the project office during free periods and after school.

An OREA consultant observed a Global Studies 2 class of 15 students, most of them in the ninth grade and all of them in Project Reach. Instruction was entirely in Spanish. The lesson covered Japan's political and economic development since the Second World War.

For the first part of the class, students finished and reviewed a sheet of questions photocopied from the textbook *Comprende tu mundo*. The students in this class did not have the textbook itself because of a shortage of bilingual texts.

For the rest of the lesson, the teacher dictated a series of points and wrote them on the chalkboard for the students to copy. The teacher did most of the talking, peppering his presentation with questions. Some students appeared to have attention deficits--one repeatedly slammed his baseball cap on his desk for no apparent reason--and toward the end of the lesson, the volume of off-task conversations among the students rose noticeably. For the most part, however, the students were actively involved.

The OREA consultant also observed a bilingual mathematics class at the second of three levels of sequential mathematics. The 18 students present received instruction mainly in Spanish, but some explanations and terminology were given in English. After administering a ten-minute quiz, the teacher distributed a handout that

illustrated the Pythagorean theorem in English.

The teacher then assigned three problems from the textbook for students to work out at the chalkboard. The students did them incorrectly. In each case, the teacher erased the incorrect portion of the student's work and substituted the correct steps. She then assigned homework.

The content area objective was:

- At least 70 percent of the students enrolled in content area subjects (bilingual mathematics, bilingual science, bilingual social studies) will score at or above the 65 percent passing criterion.

At the request of the project director, OREA used a new approach in evaluating this objective in the year under review. The evaluators drew upon the central course and credit data file into which high school staff had entered each semester's grades electronically. OREA computed the passing percentage on the basis of all courses taken by project students in each subject area in each semester. That number is given in Table 6 as "Cases." (See Table 6.) The project met its objective for science only.

Project Reach partially met its content area objective, as it had done in the previous year.

TABLE 6

Passing Rates in Content Area Courses
Project Reach 1992-93

Content Area Subject	*Fall*		*Spring*	
	Percentage Passing	Cases	Percentage Passing	Cases
Mathematics	53.6	710	51.7	775
Science	78.0	357	72.4	520
Social Studies	68.0	767	67.4	884

FORMER PARTICIPANTS' PROGRESS IN ENGLISH LANGUAGE CLASSROOMS

Eight students were mainstreamed at the end of the school year previous to that under review. Their performance was not monitored by Project Reach.

OVERALL EDUCATIONAL PROGRESS ACHIEVED THROUGH PROJECT

Educational Field Trips

In an effort to encourage academic achievement, the project conducted field trips for students who made the honor roll. In the fall, these students were taken to a show at Radio City Music Hall; in the spring, 43 of them went on an overnight trip to Washington, D.C., and received a T-shirt with all their names printed beside an outline of the Capitol.

Grade Retention

Project Reach did not propose any objectives for reduction of grade retention. It would serve no purpose to report retention rates, because neither the school nor

the project differentiated between students who were held over because they needed to complete more credits (as late-entering immigrant students frequently needed to do) and students who were held over because of academic difficulties.

Dropout Prevention

Project Reach did not propose an objective for dropout prevention. Since official dropout statistics are computed only for cohorts after their expected year of graduation, OREA used the annual statistics for Long-Term Absentees (L.T.A.s). Nine percent (83) of the project students were L.T.A.s in the year under review. This rate was considerably lower than the schoolwide rate of 14.5 percent. In the previous year, the project students' dropout rate had been reported as 3.1 percent, but it is likely that the increase reflects a change in the means of data collection rather than a deterioration in actual dropout behavior.

Attendance

The project had one attendance objective:

- As a result of participating in the program, students' attendance will be significantly higher than that of the mainstream students.

The average attendance rate for project students during the year under review was 83.9 percent, as calculated from central attendance data files. (See Table 8.) The schoolwide attendance rate (excluding long-term absentees) was 74.7 percent. Project students' attendance was 9.2 percentage points higher and significantly better ($p<.05$) than that of mainstream students. It was down from the previous year's reported rate of 90.7 percent, but it is uncertain to what extent that difference may have reflected a change in the means of data collection.

The project met its attendance objective, as it had done in the previous year.

Placement in Gifted and Talented Programs

No students were placed in a program for the gifted and talented. Project Reach did not offer any special services to students who were gifted and talented.

Enrollment in Postsecondary Education Institutions

A guidance counselor who worked with graduating project students reported that about 85 percent of them applied to postsecondary education institutions, mainly the City University of New York. About five percent enlisted in the armed forces. She indicated that these rates were fairly consistent from one year to the next.

CASE HISTORY

For a long time, Pedro (a pseudonym) and his mother had hoped to come to the United States. Although he didn't begin studying English until the tenth grade (in public school in Santo Domingo), he applied himself to it passionately. The family came to Florida in 1991, but things didn't work out for them, and they went back to the Dominican Republic after a couple of months. Then in October 1992, at the age of 18, Pedro came to New York and started in the eleventh grade at William H. Taft High School. The following spring he talked about his experience with a consultant from OREA.

He said that in his second semester, when a lunch period was added to his schedule, he chose to spend it in the project office every day. "There's a good atmosphere here," he said, "and I've gotten to know people who are helpful." He

soon learned to be helpful, too; he started tutoring younger Latino students in algebra. He felt that his teachers cared enough to make sure that all their students understood the lessons taught in class. He was particularly impressed that one teacher gave the class his home phone number and encouraged students to call if they had trouble with their homework. He also appreciated being able to take social studies and mathematics courses in Spanish. During his brief enrollment in a school in Florida, these subjects had been taught entirely in English and he had not been able to participate in class.

Mathematics and biology courses at William H. Taft High School introduced him to computers, which he found fascinating. He hopes to study sciences in college, and perhaps become a chemical engineer.

STAFF DEVELOPMENT OUTCOMES

The project proposed two staff development objectives:

- Five program staff members will enroll in at least one university course each semester.

Seven participating teachers in the fall and nine in the spring earned credits for completing university courses. The project provided tuition assistance for all these teachers.

The project met the staff development objective for ongoing education.

- Staff will attend workshops and meetings both locally and at state and national conventions.

Project staff and a few teachers of participating students attended such activities as the New York State TESOL (Teaching English to Speakers of Other

Languages) Conference, the National Association for Bilingual Education (NABE) conference, and the Modern Language Association conference. Five teachers attended a series of four workshops offered by the Division of Bilingual Education on teaching E.S.L. and N.L.A. at the literacy level.

The project met its objective for staff participation in conferences and workshops.

PARENTAL INVOLVEMENT OUTCOMES

Project Reach proposed three parental involvement objectives.

- The proportion of program students' parents who participate in Open School Day/Evening will be equal to or greater than the proportion of mainstream students' parents who participate in this activity.
- The program will offer classes in E.S.L. and "Helping Your Child to be a Good Student" two afternoons per week for parents.
- At least ten parents will participate in Project Reach parents center classes.

The parental attendance rates for Open School Day/Evening were reported to have been 23 percent for project parents and 19 percent for mainstream parents in the fall; in the spring, the rates were 25 and 21 percent, respectively. As a result of a reduction in Title VII funds for the last two years of the project, the classes for parents were not offered.

The project met its objective for parental attendance at school functions but did not implement the proposed parent classes.

IV. SUMMARY AND CONCLUSIONS

ACHIEVEMENT OF OBJECTIVES

Project Reach met its principal objective for E.S.L. as well as its objectives for attendance, staff development, and parental attendance at Open School Day functions. It partially met its objective for content area subjects (in science). The project did not meet its objective for N.L.A., although tested students did achieve a mean gain in this area; nor did it meet the E.S.L. and N.L.A. objectives for its small remedial "Reach" component. Two parental involvement objectives pertained to parent classes, which the project had discontinued in the previous year.

MOST AND LEAST EFFECTIVE COMPONENTS

Project Reach was most effective in providing a supportive environment for immigrant students and in monitoring and encouraging academic achievement. An attendance rate considerably higher than that of the schools's mainstream students indicated the project's success in strengthening the motivation and alleviating the difficulties of LEP students.

The parental involvement component had been cut back in the face of budgetary pressures and disappointing results in previous years. This was probably the least effective component of the project.

Since this was the project's final year, no recommendations for project improvement are offered.

APPENDIX A

Instructional Materials

E.S.L.

English for a Changing World, Books 1, 2, 3	Banks, Huizinga, & Briggs	Scott Foresman	1984
Side by Side, Book 1	Molinsky & Blass	Prentice Hall	1989
Write From the Start	Davidson & Blot	Newbury House	1984
Passport to America	Norma Hitch	Voluntad	1984
Elementary Composition Practice	Linda Blanton	Newbury House	1989
Developing Reading Skills	Markstein & Hirasawa	Newbury House	1987
Gallery	Fassman & Tavares	Oxford	1982
Ready to Write	Blanchard & Root	Longman	1984
American Topics	Robert Lugton	Prentice Hall	1986
The Pearl	John Steinbeck	Simon & Schuster	1974
West Side Story	Irving Shulman	Simon & Schuster	1962
The Miracle Worker	William Gibson	Bantam	1986
A Raisin in the Sun	Lorraine Hansberry	Signet	1987
The Little Prince	Antoine de St. Exupéry	Harcourt, Brace	1971
Light in the Forest	Conrad Richter	Bantam	1983
The Old Man and the Sea	Ernest Hemingway	MacMillan	1980

N.L.A.

FSNB Reach Spanish	Project Reach staff	William H. Taft H.S.	n.d.
El Español y su estructura	Burunat & Staceric	Holt, Rinehart, Winston	1987
Español: A sentirlo	Woodford	Webster, McGraw	1977
Antología comunicativa, Books 6-9	Arevalo (*Ed.*)	D.D.L.	1990
Persona a persona	Da Silva	MacMillan	1982
Galería Hispánica	Adey, *et al.*	Webster, McGraw	1985
La perla negra	S. O'Dell	Editorial Norma	1986
El aleph	J. L. Borges	Alianza Emece	1982
El libro de arena	J. L. Borges	Alianza Emece	1981
La casa de Bernarda Alba	P. García Lorca	Espasa-Calpe	1979
La hojarasca	G. García Márquez	Alfoguasa	1983
El coronel no tiene quien le escriba	G. García Márquez	Editorial Diana	1987

Mathematics

Consumer Mathematics	W. Lange, *et al.*	Glencoe	1990
Preliminary Mathematics	Dressler	Amsco	1982
RCT Mathematics	J. Allasco, *et al.*	West Sea	1986
Integrated Mathematics	Dressler & Keenan	Amsco	1989
Pre-Sequential Mathematics	Lowny, Ochenga, Rucker	Heath	1992

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APPENDIX A

Instructional Materials, cont'd.

Science

RCT Science Review	Raab & Kiefer	Prentice Hall	1989
La materia y la energía	Heimler & Price	Chas. E. Merrill	1985
Biología humana	Rosen	Globe	1993

Social Studies

Comprende tu mundo	Killoran & Zimmer	Jarrett	1991
Nueva historia de los EE.UU.	Baker & Hall	Minerva	1987
El mundo y su gente:			
Canada y America Latina	Elbow, Amsdorf, Toppin	Silver Burdett	1984
China	Rosenfeld & Geller	Barron's	1976

APPENDIX B

Class Schedules

The day of a student at William H. Taft High School was divided into eight 42-minute periods (Some grade twelve students had seven periods). Each student's schedule was the same from Monday to Friday. Below are the daily schedules of typical students in Project Reach:

	Grade 9	Grade 10	Grade 11	Grade 12
Period 1	E.S.L. 1	E.S.L. 3	E.S.L. 5	E.S.L. 7
Period 2	E.S.L. Skills 1	E.S.L. Skills 3	E.S.L. Skills 5	E.S.L. Skills 5
Period 3	E.S.L. Skills 1	Spanish 4	Spanish 6	Spanish 8
Period 4	Spanish 2	Lunch	Lunch	Lunch
Period 5	Lunch	Phys. Ed.	Phys. Ed.	Phys. Ed.
Period 6	Phys. Ed.	Glob. Hist. 3	U.S. Hist. 1	Government
Period 7	Glob. Hist. 1	Pre-Seq. Math 1	Seq. Math A	Seq. Math C
Period 8	Fund. Math 1	Biology 1	Art	